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ABSTRACT

This report discusses the statewide recommendations and goals proposed by the Regents of the State University of New York (SUNY) to meet the needs of students and the State of New York over the next 4 years. General goals address improving student access, improving student success, improving academic quality, meeting the needs of the state, and using resources effectively. Recommendations deal with: maintaining an adequate level of public support for higher education; reforming the state budget process; developing new approaches to optimizing resource use; and promoting those aspects of higher education which enhance economic growth. Also included are a discussion of the enrollment projections for the state university system, and summaries of the 1992 Master Plans of the City University of New York (CUNY) and the State University of New York. Additionally provided are summaries of questionnaire responses obtained from independent colleges and universities and proprietary colleges in New York. Among the areas covered in the CUNY and SUNY summary reports are a statement of institutional mission, enrollment and academic plans, finances, capital facilities, long range goals, and enrollment plans. Summary responses from the questionnaires pertain to the following five areas: (1) statements of institutional mission; (2) planned programs of study; (3) responses to challenges (4) institutional information; and (5) recommendations to the Regents. (GLR)

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# THE REGENTS 1992 STATEWIDE PLAN FOR HIGHER EDUCATION IN NEW YORK STATE

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# The Regents 1992 Statewide Plan

# For Higher Education

# In New York State

The University of the State of New York
The State Education Department
Albany, New York 12230
November 1992

## THE UNIVERSITY OF THE STATE OF NEW YORK

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## INTRODUCTION

New York has prided itself on having one of the world's finest and most accessible systems of higher education. Composed of the 64 campuses of the State University, 19 campuses of the City University, 136 independent colleges and universities, and 26 proprietary colleges, our system serves many important social and economic purposes. It contributes to a civil society that embraces all the State's residents, an educated and active citizenry, and opportunities for individual growth for all. It educates nurses, physicians, dentists, and other professionals to care for our health; architects and engineers to design and build our bridges, roads, and cities; professionals to meet our social, psychological and spiritual needs; teachers for our schools; and well-educated, adaptable workers in all fields. Our higher education system works directly to help solve problems related to poverty, urban and rural life, agriculture, and the schools. And it pursues basic and applied knowledge through research -- in the humanities and social sciences as well as the physical and biological sciences -- leading to advances in society, technology, health care, and other areas.

As in many other states, New York is undergoing sweeping changes brought about by global economic forces and national domestic policies. With change comes many challenges. At the time we are preparing this Plan, these challenges are compounded further by our economy's slow emergence from the current recession and by higher than average unemployment. Some believe New York will continue to emerge more slowly than other parts of the nation.

There are many proposals about ways to respond to the challenges and address the State's problems. Instruction, research, and service by our higher education institutions commonly are regarded as central to any strategy for rebuilding New York State, whether that strategy emphasizes information and service, concentrates on rebuilding our manufacturing capacity, or uses some combination of the two. Clearly high quality higher education is a prerequisite for successful participation in a global economy. Our citizens must have lifelong learning opportunities to learn new skills and to respond to a changing economy.

At the very time when higher education must play a key role in enhancing the State's prosperity, its own future is being threatened by economic conditions. The instructional capacities of SUNY's and CUNY's senior and graduate institutions have been seriously threatened by a series of unprecedented cuts to their appropriations and operating budgets, and to student aid programs. Even a near doubling of tuition has not made up for these cuts. The adverse impact of fiscal cutbacks at SUNY's and CUNY's community colleges has been compounded by soaring enrollments, resulting in part from a weak labor market. New York's private institutions have been hurt by cuts in State funding for Bundy Aid, TAP awards, and other aid at the same time that the recession has cut into their capacity to raise revenue from tuition, endowment income, and charitable giving.

State appropriations for all purposes related to higher education will be 8 percent lower in 1992-93 than they were in 1988-89, an inflation-adjusted loss approaching $1 billion. Compared to 1988-89, appropriations in 1992-93 dropped 15 percent for SUNY's State-operated campuses and 10 percent for CUNY's senior and graduate institutions. A comparative look at the percent of change in state support for public higher education over the past two years reveals that New York State ranks 48th among the states, with a 13 percent decline in state support since FY 1989-90 (only Rhode Island and Massachusetts declined more). In fact, New York is 47th in the percent of state tax revenues allocated to public higher education -- and that includes TAP. Moreover, Bundy Aid to independent institutions was reduced by 65 percent during this period. Statewide cuts also affected special programs for academically talented students, disadvantaged students, and faculty. TAP awards failed to keep pace with tuition increases in every sector; in the independent sector, 1992 TAP awards for entering freshmen will be nearly $500 lower than comparable 1991 awards. New York State now ranks 34th among the 50 states in total per capita allocations of state funds for all sectors of higher education and that includes TAP and Bundy Aid.

The impact of the recession and State cutbacks has been devastating. Budget cuts have hurt campus facilities, staffing, and academic support programs in countless ways. Campus facilities continue to deteriorate. Library acquisitions and hours are being cut.

Fewer faculty and support staff are available to serve the increasingly diverse needs of a rapidly changing student population. Fewer courses and sections are being offered. Previously crowded classrooms are now overflowing. Students are turned away from courses they need to fulfill requirements. Some institutions have found it necessary to limit the number of credits students can take each semester. Less student aid is available for larger numbers of increasingly needy applicants. As price has become a more significant factor in students' enrollment decisions, public sector admissions have become more competitive and threaten access to higher education. Student and parent borrowing, and defaults, are on the rise.

Taken together, the recession and the cutbacks have raised a fundamental question for New York State's higher education system. Will the State's institutions -- public and private -- have sufficient capacity to meet public demand for affordable higher education or will fiscal constraints require that access be compromised? Will it also be necessary to lower our expectations regarding the quality of the State's higher education institutions? Will it be necessary to reduce the research capacity of New York State's higher education system and reduce the extent to which our institutions can meet the future needs of business and industry?

A New York Times editorial on April 22, 1992 summed up the situation:

> Something has to change. Either there has to be more money, or less mission . . . . Colleges and universities have imposed efficiencies . . . . But there is a limit. What kind of higher education system does New York want?
>
> The hard questions . . . go to New York's attitude toward economic development, individual opportunity, upward mobility and its posterity. They need to be openly and thoughtfully confronted now . . . .

## PROSPECTS FOR THE NEXT FOUR YEARS

In very simple terms, there are four options to meet today's challenges: find new resources; reduce the size and scope of our statewide system; sacrifice quality; or enhance productivity.

### Find New Resources

Unfortunately, the four-year outlook for new revenue is not good. Unless national policies change dramatically, the Federal deficit and other demands on the Federal budget make Washington an unlikely source of help. Congress's failure to make Pell Grants an entitlement program in the 1992 reauthorization of the Higher Education Act provides a case in point. Similarly, without a sudden upswing in the national and regional economy or a new consensus to raise taxes, the State is not likely to increase its spending on higher education significantly. The most recent forecast by the Division of the Budget anticipates that during the next five years the State will be pressed to spend more on public assistance, health care, and corrections while revenue growth will be, at best, modest. And finally, unless New York's economy surges, the Division of the Budget expects real personal income growth to remain in the one to two percent range for the next four years, less than enough to fuel significant tuition growth without causing hardship for students and their families.

### Reduce the Size and Scope of our Statewide System

The prospects for downsizing are not good either. Between now and 1996, statewide full-time undergraduate enrollment is expected to increase 9 percent, or by 58,500, with possible growth beyond that. The growth will occur because high school graduating classes, which account for 80 percent of our new full-time undergraduates, are expected to be larger than current classes. One-third of that growth will be in New York City alone, which will put pressure on CUNY and other city institutions to expand opportunities. The precise rate of undergraduate enrollment growth depends on unknown factors such as high school graduates' entry and persistence rates, adult demand for higher education, and how institutions choose, or are able, to respond to demand. Obviously, State policies on institutional finance, tuition pricing, and student aid will have some bearing on where enrollment pressures will be felt most strongly.

According to our enrollment projections, which assume no significant changes in State policies on institutional finance or student aid, the increased enrollment will not be distributed evenly across the

sectors. If current trends continue, 54 percent of these new students will want to attend SUNY, while 27 percent will favor CUNY. Whether they will be able to attend SUNY and CUNY depends on whether the two public universities are able to accommodate about 59,000 new students. If they cannot, should the State provide aid so the independent institutions with excess capacity can serve these students? This is a critical issue for the Commission, the Governor and the Legislature.

**Sacrifice Quality; Enhance Productivity**

The two remaining options spark little debate. No one wants to sacrifice quality, even though that will happen if the current pattern of crisis budgeting persists. When academic quality declines, the quality of preparation of our professionals, scholars, and general workforce declines as well, and New York State risks losing its competitiveness. Everyone is in favor of improving productivity by making better use of available resources. Since many such efforts are already underway, the savings that can be achieved through additional efficiencies may be limited. But they are surely worth pursuing.

**Guarded Optimism**

There is some cause for optimism. First, our higher education system with its four sectors is, by design, a remarkably adaptive system that can be reshaped by its creative leaders to meet new circumstances, particularly if these leaders have the resources to do so. Second, the people of this State and their elected representatives have long understood that higher education is a key to the State's prosperity. Historically, they have been willing to make the investments needed to help our diverse but unified higher education system thrive. We expect them to reaffirm this commitment as they recognize the centrality of higher education to the State's future. And lastly, compared with many other states, New York State's system of higher education starts from a position of relative strength, thanks to the legacy of past generations; however, in recent years there has been a substantial reduction in State support for higher education and in the national ranking of New York compared to other states.

New Yorkers will be forced to make difficult choices with far reaching consequences when they decide how to finance and configure their higher education system for the twenty-first century. To help shape these choices, we have appointed a Commission on Higher Education chaired by Victor J. Riley, Jr., CEO of KeyCorp. The Commission will study the long-term mission, financing and capacity of our higher education system. After the Commission makes its recommendations in 1993, these recommendations may be incorporated into this Statewide Plan for Higher Education.

## REGENTS GOALS AND RECOMMENDATIONS

The Regents recognize that now and in the future it is necessary to maintain four strong, autonomous sectors if we are to meet the needs of our students and our State. Each sector makes a unique contribution to the realization of our goals: improving student access; improving student success; improving academic quality; meeting the needs of the State; and using resources effectively. We reaffirm our long-standing policy that each sector should have the necessary institutional capacity and resources to meet public demand for access to excellence in instruction and research.

- Improving student access. New York's system of higher education will provide access to educational programs beyond the secondary level to all residents of the State who can meet academic requirements or are eager to learn but whose preparation is incomplete. Special efforts will continue to be made to assure access for underrepresented groups.

- Improving student success. New York's system of higher education will not have economic barriers or physical impediments, or lack the support services needed to motivate, encourage, and assist students, particularly those most at risk of dropping out of college and those from underrepresented groups.

- Improving academic quality. New York's system of higher education will demonstrate a commitment to excellence in its instructional programs -- undergraduate, graduate, and professional -- so that students meet world class standards of accomplishment. The system must include public and private institutions that rank among the world's best in the pursuit of knowledge and the application of research.

- Meeting the needs of the State. New York's system of higher education will serve the people of this State by helping to address the social, aesthetic, economic, educational, environmental, and political problems that we confront. The system will continue to marshal its resources to promote economic development.

- Using resources effectively. New York's system of higher education and each of its component parts will continue to demonstrate accountability for the expenditure of public funds and maximize their effective use to benefit students and the State.

In pursuit of these goals, the Regents will work with the members of the University of the State of New York to address short- and long-term problems confronting higher education, including financing for students and institutions, improving access and quality, and addressing the State's urgent problems. We call on the Governor, the Legislature, the higher education community, the business community and all others with a stake in higher education to work together to strengthen and preserve this system that is essential to the well being of New York State and its people.

**Recommendations:**

The Regents advance the following four recommendations. We do so fully expecting to adopt additional recommendations after the Commission reports. For now, however, these four recommendations address issues that are critical for the future of our higher education system.

The Regents have examined many critical issues facing higher education in New York today as we have prepared to develop this Plan. In all our studies and in the public's responses to them, fiscal problems are the underlying concern.

Although the Regents traditionally focus on educational rather than fiscal issues, this Plan cannot ignore the profound impact that fiscal problems are having on every aspect of higher education in this State, from student access to instructional quality to campus infrastructure. Higher education is simply not immune from the economic conditions of the larger society and, like other parts of society, must be prepared to restructure itself to respond to those conditions, however difficult the process might be.

In light of the centrality of fiscal conditions, the Regents are making four major recommendations, each with far-reaching implications. The recommendations are designed to guide the deliberations of the recently established Commission on Higher Education and to shape near-term decisions of State and institutional policymakers. The recommendations reflect the fact that decision makers at campuses, in the central offices of the public systems, and in government will need to continue to adapt to changing fiscal realities while serving the interests of the increasingly diverse population of the State of New York.

1. **Reaffirm the need for New York State to maintain a level of public support for higher education that is commensurate with the needs of the State and that will enable our institutions to remain competitive with those in other leading states.**

The Regents recommend that the Governor, the Legislature and the Commission on Higher Education evaluate the various national comparative measures of state support in order to ensure that public support for higher education in New York State is sufficient to meet the challenges from other states in the information and technological economy of the twenty-first century. To underfund colleges now is to borrow from the future when we need to invest in it.

2. **Reform the State budget process for higher education so that campus and system leaders have the information and flexibility they need to achieve their goals with maximum efficiency.**

The Regents recommend that the Legislature, the Governor, and the Commission on Higher Education consider reforms to the State budget process which include but are not limited to:

- a statutory requirement for annual joint Executive and Legislative four-year funding projections of State spending on operating and capital budgets for the State University of New York and The City University of New York, based on alternative economic scenarios;

- a joint Executive and Legislative resolution articulating State policy on public sector tuition levels and Tuition Assistance Program awards; and

- statutory changes that would establish alternatives to current State budgetary controls in the public sectors such as clearer delineation of tax support and more university authority over determination and use of income.

**3. Develop and adopt other approaches to optimize resource use throughout public and private higher education.**

Beyond budget reform, there are many ways to enhance productivity and efficiency in higher education. The Regents recommend that the State Education Department, in conjunction with members of the higher education community and others, develop new approaches in the following areas, and in other areas that may be identified during the next four years:

- improve the efficiency of transitions students make when they enter higher education and when they transfer from one college or university to another by improving the flow of information to students and others and, as appropriate, by adopting uniform standards and procedures;

- improve collaboration among institutions and sectors of higher education in such areas as instructional programming, student affairs, student services, faculty development, facility use, library use, and resource sharing; and improve their collaboration with other educational institutions such as libraries and museums;

- use advanced technology to improve quality and help control costs in such areas as the delivery of instruction for special populations and purposes, administrative functions, and information services;

- through technology and organizational change, streamline administrative functions in higher education such as admissions, registration, the delivery of student aid, the delivery of academic and student support services, and data collection for State and federal purposes;

- increase accountability through the use of performance indicators and specific measures of productivity in institutional self-assessments of academic programs required by the State Education Department;

- increase and enhance collaborations with schools in preparing teachers, social workers and other professionals who work with our youth to ensure that all our children receive the best possible education; and

- improve collaboration between institutions and business and industry to promote lifelong learning and maintain a workforce with the skills necessary to keep the State competitive as we move into the 21st Century.

**4. Promote those aspects of higher education that can help fuel the economic engine of New York State, including attracting out-of-state and foreign students, enhancing research and graduate education, and recruiting world class faculty and staff.**

Our colleges and universities are enriched by the different perspectives of students from other states and nations and of new immigrants. While both the independent and public sectors believe their first obligation is to serve New York residents, both also seek diversity. With minimal State subsidies, our economy benefits from the more than $8 billion in annual expenditures and 100,000 jobs associated with our independent institutions of higher education. These institutions have been extraordinarily successful in attracting undergraduates from other states and nations during the past decade. As other states cut back on their public higher education systems and cap enrollment, New York's independent institutions are uniquely poised to take advantage of this changing higher education market and to recruit widely. If capacity allows, the public institutions should also recruit widely.

New York must recapture its leadership in research and development if the State is to prosper in a competitive global economy based increasingly on ideas, information, and innovation. New York's share of the national research and development enterprise has fallen significantly during the last decade and many other states have established much faster rates of growth in both federally-financed and state-financed research and development in science and engineering.

A key factor in determining the economic vitality of our state is its ability to attract and retain the most highly talented, motivated and trained individuals. Our colleges and universities contribute to this endeavor by trying to recruit the finest faculty and staff in the national and international arenas. The campuses across New York State -- unique in the extent and combination of public and private institutions -- need to remain competitive in their ability to attract world class scholars to serve the State.

## ENROLLMENT PROJECTIONS

Over the past two decades enrollment in New York's colleges and universities grew despite a substantial decline in the number of high school graduates. While the number of high school graduates declined by about 22 percent between 1970 and 1990, total enrollment in New York State's higher education system grew by over 30 percent from about 764,000 to just over 1,000,000 students. Two basic factors explain this phenomenon. First, there has been a dramatic growth in the percentage of high school graduates who pursue some form of post-secondary education. Between 1976 and 1990 that rate increased by over 20 percent with about 80 percent of high school graduates enrolled in a post-secondary education program in 1990. Fully 55 percent were enrolled at one of New York State's degree-granting colleges and universities.

The second major reason for the growth in post-secondary education enrollment is that while graduation rates have been stable, students are staying in school longer. This is particularly true at two-year institutions, which have experienced the most substantial growth in recent years. Between 1987 and 1990 the percentage of freshmen "persisting" to their sophomore year at State University community colleges increased by 16 percent, by 30 percent at City University community colleges, and by 35 percent at proprietary colleges. The increases at four-year institutions were more modest, increasing by only 3 percent at independent colleges, 10 percent at City University senior colleges, and 7 percent at State University state-operated institutions.

While college-going rates and continuation rates have increased over the long term, recently the increases have accelerated. Between 1987 and 1991 the college-going rate of recent high school graduates increased almost 15 percent, or 3 percent per year, the highest increases in over twenty years. Continuation rates are also up sharply since 1987 with a six percent increase at four-year institutions and a 21 percent increase at two-year institutions. On top of increases in the percentage of high school students going on to college and the trend toward staying in school, the number of high school graduates is projected to grow by 4 percent by the year 1996. We are now in a notably different environment where, instead of the declining number of high school graduates the State has experienced over the past two decades, the State is now expected to experience growth in those numbers.

The implication of these trends for future college enrollments is that rather than declining, as the Department has projected in the past, enrollments are projected to increase dramatically over the next four years. Forecasting and projecting are not an exact science. In the past, the Department has employed a historical, demographic model for developing its projections. Historical trends in college-going rates for high school graduates and other age populations are examined, as are trends in college continuation rates, along with projections of future high school graduates and the State's population. This procedure has led the Department to project enrollment declines when in fact enrollments expanded. This is not the case with the present enrollment projections. Use of the same model and procedures yields a picture of dramatic growth in the State's college population.

The figure on the following page shows two alternative enrollment scenarios. If we extended recent growth trends in college-going rates and continuation rates for a five-year period (growth in those factors would continue for the next five years), full-time undergraduate enrollments would grow by 30 percent, from 563,000 to 730,000 students by 1996. The chart shows another curve which is based upon a somewhat more conservative set of assumptions. Rather than assume that the dramatic growth in the factors experienced in recent years will continue indefinitely, the lower curve assumes that those increases will continue for the next two years and then remain relatively stable for the next five to ten years. It is this set of assumptions upon which the Regents based their enrollment projections in Tables 2 and 3. Note that even with this more "conservative" set of assumptions, the result is still a sharp increase in the number of students projected. Be-

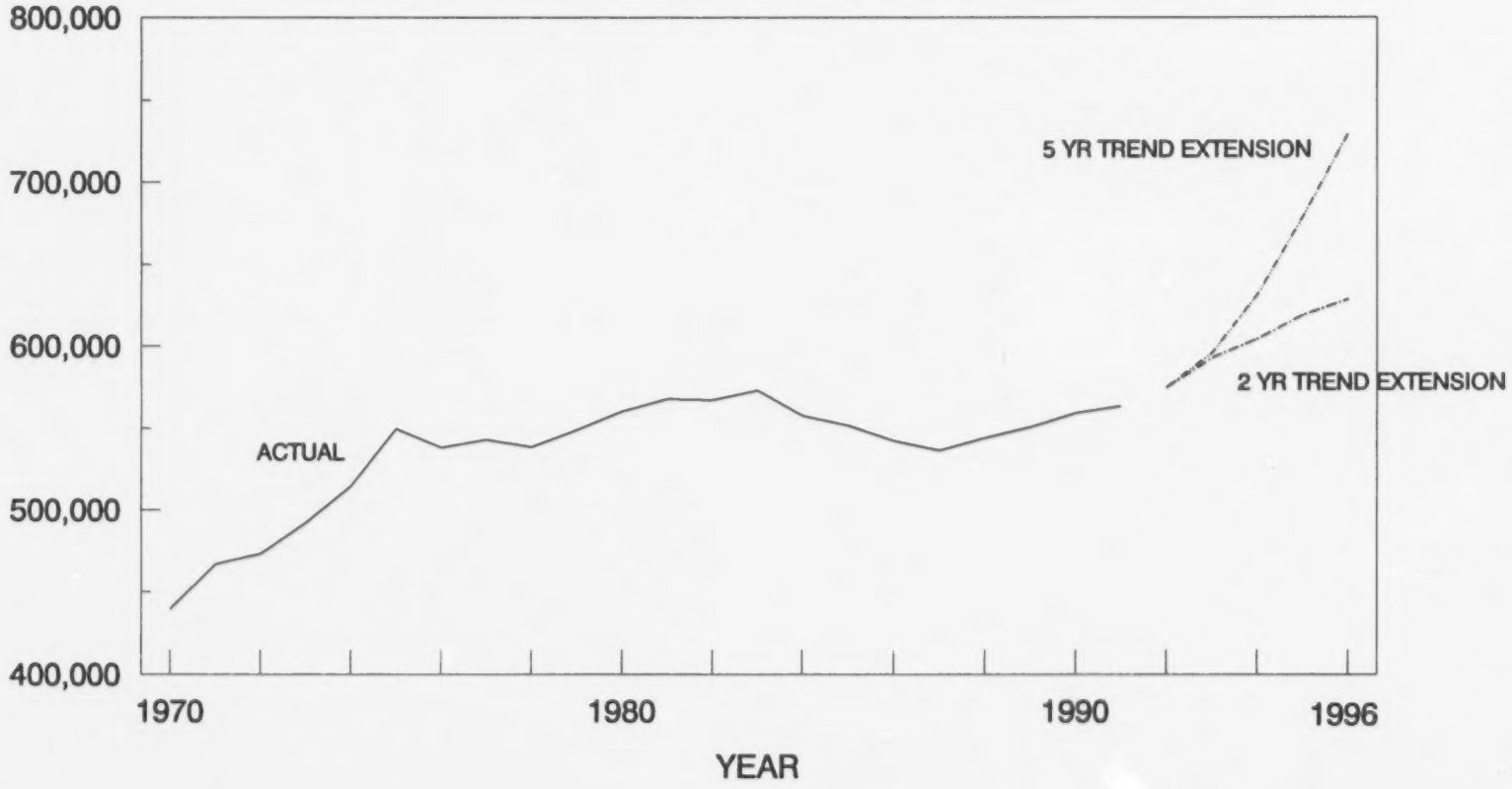
tween 1991 and 1996, total enrollments are projected to grow by over 73,000 students; from just over 1 million in 1991 to 1.1 million in 1996. For full-time undergraduates we are projecting a growth of over 58,000 students (plus 10 percent). On a full-time equivalent basis we are projecting a growth of 65,000 students (plus 8 percent).

The sector differences in these enrollment projections directly reflect the sector differences in recent enrollment trends. While all sectors attracted a higher percentage of recent high school graduates in 1991 than they did in 1987, the increases were much greater in the public sectors (17 percent) than in the independent sector (4 percent). This difference is due primarily to very large increases in community college participation (up 29 percent). Similarly, continuation rates increased to a greater extent in the public sectors (7 to 30 percent) than in the independent sector (2 to 3 percent). The lower rate for the independent sector is due to its historically much higher continuation rate than those of the public sectors.

Table 1 lists the trends for each sector and level of institution. Extending these different trends by each category of institution for two years and then holding the rates constant produced projected increases in enrollments that would be distributed evenly across the sectors if each sector had infinite capacity to meet student demand. Of the 73,000 additional students projected for the State by 1996, State University is projected to receive over half of them (54 percent), City University 27 percent, the independent sector 11 percent and the proprietary sector 8 percent. The number of full-time undergraduates is expected to grow by over 34,000 students at the State University by 1996 (up 15 percent); 11,000 at four-year institutions, 21,000 at the community colleges, and over 2,800 at colleges of technology. The number of full-time undergraduates at City University is projected to grow by 15 percent (16,000 students); up 9 percent or 5,500 students at the senior colleges and up 27 percent or 10,000 students at the two-year institutions. For the independent sector that number is projected to grow by only 1 percent (2,300 students) and for the proprietary sector by 28 percent (5,900 students).

However, in the next four years, barring unforeseen events, capacity is finite. Neither SUNY nor CUNY can be expected to accommodate 16,000 to 35,000 more full-time undergraduate students. Therefore, our enrollment projections indicate that some number of students will enroll at unknown institutions in New York State or will not enroll at all. Demand for the public sector is expected to continue, but capacity will be inadequate to accommodate significant enrollment increases, and independent sector prices may be prohibitive unless students are willing to avail themselves of new higher borrowing limits. This could mean that the public and independent institutions would be unable to meet our students' needs, unless there is substantial new funding for institutions and/or for student aid.

# NEW YORK STATE
## FULL-TIME UNDERGRADUATE ENROLLMENT
## ACTUAL 1975-1991, PROJECTED 1992-1996



## TABLE 1

## NEW YORK STATE
## PARTICIPATION & COMPLETION RATES FOR FULL-TIME UNDERGRADUATES
## 1987 TO 1991

| | 1987 | 1988 | 1989 | 1990 | 1991 |
|---|---|---|---|---|---|
| **RESIDENT COLLEGE GOING RATES** | | | | | |
| (% ENTERING NYS COLLEGES AS FULL-TIME NEW STUDENTS) | | | | | |
| HIGH SCHOOL GRADUATES | 50.0% | 51.6% | 53.7% | 54.8% | 57.0% |
| POPULATION AGES 20-24 | 0.95% | 1.01% | 1.00% | 0.98% | 0.98% |
| POPULATION AGES 25-29 | 0.25% | 0.27% | 0.27% | 0.26% | 0.26% |
| POPULATION AGES 30+ | 0.08% | 0.09% | 0.09% | 0.09% | 0.09% |
| **PARTICIPATION OF OUT-OF-STATE FULL-TIME NEW STUDENTS** | | | | | |
| IN NYS | 19,028 | 18,827 | 18,626 | 18,426 | 18,226 |
| % OF NYS HSG | 9.8% | 9.6% | 10.2% | 10.9% | 11.5% |
| **PARTICIPATION OF FOREIGN FULL-TIME NEW STUDENTS** | | | | | |
| IN NYS | 2,622 | 2,719 | 2,816 | 2,913 | 3,010 |
| % OF NYS HSG | 1.4% | 1.4% | 1.5% | 1.7% | 1.9% |
| **TRANSFER LEVELS & RATES** | | | | | |
| NYS | 41,184 | 41,639 | 43,130 | 44,621 | 43,130 |
| % OF LOWER DIVISION | 11.1% | 11.0% | 11.3% | 11.6% | 11.3% |
| **CONTINUATION OF FRESHMEN TO SOPHOMORE STATUS** | | | | | |
| (% CHANGE FROM 1987 BY SECTOR) | | | | | |
| NYS 4-YR | 0.0% | 2.4% | 2.6% | 3.5% | 6.1% |
| SUNY 4-YR | 0.0% | 2.2% | 2.9% | 5.2% | 7.0% |
| CUNY 4-YR | 0.0% | 6.0% | 4.7% | 7.3% | 10.2% |
| INDEP 4-YR | 0.0% | 1.4% | 1.5% | -0.0% | 2.6% |
| NYS 2-YR | 0.0% | 0.7% | 4.3% | 12.2% | 20.8% |
| SUNY 2-YR | 0.0% | 1.1% | 4.2% | 10.1% | 16.4% |
| CUNY 2-YR | 0.0% | 5.7% | 10.7% | 17.4% | 30.0% |
| INDEP 2-YR | 0.0% | 5.4% | 9.1% | 9.7% | 7.6% |
| PROPRIETARY | 0.0% | -10.9% | -4.3% | 18.5% | 35.0% |
| **CONTINUATION OF SOPHOMORES TO UPPER DIVISION STATUS** | | | | | |
| (% CHANGE FROM 1987 BY SECTOR) | | | | | |
| NYS | 0.0% | 1.7% | 2.9% | 4.9% | 6.4% |
| SUNY | 0.0% | 3.6% | 4.4% | 9.9% | 13.6% |
| CUNY | 0.0% | 1.5% | 6.6% | 6.6% | 11.8% |
| INDEPENDENT | 0.0% | 0.4% | 0.9% | 1.7% | 2.2% |

SOURCE: NYSED, Bureau of Postsecondary Research & Information Systems, 07/21/92.

## Table 2

# NEW YORK STATE
# REGENTS ENROLLMENT PROJECTIONS FOR UNDERGRADUATES
# ACTUAL 1991 and PROJECTED 1992-1996

| | Opening Fall 1991 | Projected 1992 | 1993 | 1994 | 1995 | 1996 |
|---|---|---|---|---|---|---|
| **FULL-TIME UNDERGRADUATES** | | | | | | |
| State University | | | | | | |
| Four-Year[1] | 112,409 | 114,600 | 117,236 | 118,846 | 121,054 | 123,057 |
| Colleges of Technology | 17,509 | 17,900 | 19,016 | 19,709 | 20,207 | 20,357 |
| Community Colleges | 95,219 | 100,500 | 108,084 | 112,714 | 115,018 | 116,158 |
| Total | 225,137 | 233,000 | 244,336 | 251,269 | 256,279 | 259,572 |
| City University | | | | | | |
| Senior Colleges | 64,535 | 64,850 | 65,868 | 66,816 | 68,572 | 70,080 |
| Community Colleges | 38,237 | 42,300 | 46,291 | 47,566 | 48,245 | 48,468 |
| Total | 102,772 | 107,150 | 112,159 | 114,382 | 116,817 | 118,548 |
| Independent | | | | | | |
| Four-Year | 207,591 | 203,300 | 202,994 | 203,745 | 206,652 | 208,793 |
| Two-Year | 6,725 | 7,000 | 7,366 | 7,574 | 7,747 | 7,831 |
| Total | 214,316 | 210,300 | 210,360 | 211,319 | 214,399 | 216,624 |
| Proprietary | | | | | | |
| Total | 21,377 | 24,150 | 26,402 | 26,919 | 27,245 | 27,301 |
| SUB TOTAL | 563,602 | 574,600 | 593,257 | 603,889 | 614,740 | 622,045 |
| **PART-TIME UNDERGRADUATES** | | | | | | |
| State University | | | | | | |
| Four-Year[1] | 28,610 | 27,400 | 27,892 | 27,756 | 27,623 | 27,456 |
| Colleges of Technology | 6,333 | 6,800 | 6,967 | 6,924 | 6,884 | 6,797 |
| Community Colleges | 101,071 | 104,100 | 106,036 | 105,524 | 105,014 | 104,241 |
| Total | 136,014 | 138,300 | 140,895 | 140,204 | 139,521 | 138,494 |
| City University | | | | | | |
| Senior Colleges | 43,357 | 46,250 | 46,979 | 46,499 | 46,019 | 45,944 |
| Community Colleges | 28,186 | 30,150 | 30,641 | 30,321 | 30,005 | 29,963 |
| Total | 71,543 | 76,400 | 77,620 | 76,820 | 76,024 | 75,907 |
| Independent | | | | | | |
| Four-Year | 51,476 | 53,200 | 54,178 | 53,816 | 53,457 | 53,140 |
| Two-Year | 2,786 | 2,650 | 2,712 | 2,697 | 2,681 | 2,676 |
| Total | 54,262 | 55,850 | 56,890 | 56,513 | 56,138 | 55,816 |
| Proprietary | | | | | | |
| Total | 5,011 | 4,900 | 4,969 | 4,929 | 4,886 | 4,868 |
| SUB TOTAL | 266,830 | 275,450 | 280,374 | 278,466 | 276,569 | 275,085 |
| **ALL UNDERGRADUATES** | 830,432 | 850,050 | 873,631 | 882,355 | 891,309 | 897,130 |

[1] Fashion Institute of Technology is included in the community college total and not the four-year total. Also, four-year Colleges of Technology are included in Colleges of Technology total and not the four-year total.

Source: NYSED, Office of Postsecondary Policy Analysis, 07/21/92.

## TABLE 3

## NEW YORK STATE
## REGENTS ENROLLMENT PROJECTIONS FOR GRADUATES AND FIRST-PROFESSIONALS
## ACTUAL 1991 and PROJECTED 1992-1996

| | Opening Fall 1991 | Projected 1992 | 1993 | 1994 | 1995 | 1996 |
|---|---|---|---|---|---|---|
| **GRADUATES** | | | | | | |
| Full-Time Graduate | | | | | | |
| State University | 13,488 | 14,450 | 14,800 | 14,700 | 14,600 | 14,450 |
| City University | 6,327 | 6,550 | 6,700 | 6,650 | 6,600 | 6,600 |
| Independent | 40,151 | 41,500 | 42,300 | 42,050 | 41,800 | 41,550 |
| Proprietary | 228 | 250 | 250 | 250 | 250 | 250 |
| Total | 60,194 | 62,750 | 64,050 | 63,650 | 63,250 | 62,850 |
| Part-Time Graduate | | | | | | |
| State University | 22,155 | 23,250 | 23,450 | 23,550 | 23,650 | 23,700 |
| City University | 19,232 | 18,650 | 18,700 | 18,700 | 18,650 | 18,750 |
| Independent | 65,123 | 66,700 | 67,150 | 67,350 | 67,600 | 67,750 |
| Proprietary | 9 | 10 | 10 | 10 | 10 | 10 |
| Total | 106,519 | 108,610 | 109,310 | 109,610 | 109,910 | 110,210 |
| **FIRST-PROFESSIONALS** | | | | | | |
| Full-Time First-Professional | | | | | | |
| State University | 4,259 | 4,250 | 4,250 | 4,250 | 4,250 | 4,250 |
| City University | 456 | 450 | 450 | 450 | 450 | 450 |
| Independent | 19,392 | 19,400 | 19,400 | 19,400 | 19,400 | 19,400 |
| Total | 24,107 | 24,100 | 24,100 | 24,100 | 24,100 | 24,100 |
| Part-Time First-Professional | | | | | | |
| State University | 9 | 10 | 10 | 10 | 10 | 10 |
| City University | 6 | 10 | 10 | 10 | 10 | 10 |
| Independent | 2,532 | 2,550 | 2,550 | 2,550 | 2,550 | 2,550 |
| Total | 2,547 | 2,570 | 2,570 | 2,570 | 2,570 | 2,570 |
| **TOTALS (UNDERGRADUATES, GRADUATES and FIRST-PROFESSIONALS)** | | | | | | |
| Headcount | | | | | | |
| State University | 401,062 | 413,260 | 427,741 | 433,983 | 438,310 | 440,476 |
| City University | 200,336 | 209,210 | 215,639 | 217,012 | 218,551 | 220,265 |
| Independent | 395,776 | 396,300 | 398,650 | 399,182 | 401,887 | 403,690 |
| Proprietary | 26,625 | 29,310 | 31,631 | 32,108 | 32,391 | 32,429 |
| Total | 1,023,799 | 1,048,080 | 1,073,661 | 1,082,285 | 1,091,139 | 1,096,860 |
| Full-Time Equivalent Students | | | | | | |
| State University | 297,088 | 307,100 | 319,700 | 326,400 | 331,100 | 333,900 |
| City University | 141,098 | 147,100 | 152,700 | 154,600 | 156,700 | 158,400 |
| Independent | 319,008 | 317,500 | 318,900 | 319,600 | 322,400 | 324,300 |
| Proprietary | 23,279 | 26,000 | 28,300 | 28,800 | 29,100 | 29,200 |
| Total | 780,473 | 797,700 | 819,600 | 829,400 | 839,300 | 845,800 |

Source: NYSED, Office of Postsecondary Policy Analysis, 07/21/92.

SUMMARY OF
THE CITY UNIVERSITY OF NEW YORK 1992 MASTER PLAN

This summary of the City University's 1992 Master Plan is based on one prepared by The City University of New York. CUNY's summary is followed by a paragraph concerning the CUNY colleges' tentative plans to add new programs and discontinue existing programs.

Mission

The mission of the City University of New York continues to be that set out in Education Law, Section 6201. That mission calls for an articulated system of higher education that is "responsive to the needs of its urban setting." Over the next four years the University, in collaboration with the Board of Education, will take an important step to strengthen articulation and educational opportunity within the City of New York. Heretofore the University has provided assistance to specific public schools and groups of students in an effort to improve student preparation and reduce the drop-out rate. Those partnerships will continue. In addition, with the recently announced College Preparatory Initiative the City University and the Board of Education will encourage all high school students to enroll in and complete more challenging courses that will better prepare them for success in college.

Enrollment

In its five-year plan submitted to the Governor and the Legislature in October, 1989, the University projected total degree credit enrollment to increase slowly from 188,000 in 1988 to 200,000 by the year 2000. As it turned out, the 200,000 mark was reached in the fall of 1991. The reasons for the faster than anticipated increase in enrollment include the massive flow of immigrants into the City, rising enrollments in the public schools and GED programs, and the discouraging job market. In the conviction that at least some of these trends will continue and be reinforced by better academic preparation in high school, and with the commitment to provide full access to all who seek a college education, the City University now projects that total degree credit enrollment will continue to rise, reaching 210,000 by the fall of 1996 and 225,000 by the fall of 2000.

Finances

Between 1988-89 and 1992-93 State aid for the University's senior college operating budget declined by 20 percent in current dollars, while City support for the community college operating budget fell by 41 percent. When inflation is taken into account, the cuts were even greater. These drastic cuts were only partially offset by sharp tuition increases. Despite the best efforts of the University to increase efficiency, efforts that will continue, the overall capacity to maintain quality and keep pace with inflation has suffered. **The University therefore asks the Regents to support the restoration of State funding per FTE to the level of two years ago.**

Between the fall of 1990 and the fall of 1992, tuition for continuing students at the senior colleges increased by 76 percent, going from $1,250 per year to $2,200. Even this increase of $950 was $350 less than the total increases recommended by the State. In effect, the University chose to take additional cuts from support for programs in order to maintain affordability for students. **The University seeks the support of the Regents to avoid another State-mandated tuition increase, thereby maintaining current levels of access without further damaging the quality of programs.**

In the tuition increase announced for the fall, 1992, the City University introduced a unique linkage between tuition and student outcomes. In an effort to encourage completion of the bachelor's degree, tuition for new students was set at $2,450 (compared to $2,200 for continuing students) with the provision that no tuition will be charged for the last semester of the senior year.

New York State's student aid policy compounds the barriers to access created by steeply rising tuition charges at the City University. The University's student population is disproportionately poor and often burdened by family and work obligations. A full 45 percent of students in 1991 were part-time. But the State's need-based Tuition Assistance Program does not extend to part-time students, despite their obvious need, and the Aid to Part-Time Students program is far from adequate to meet the

demand. **The University urges the Regents to recommend extension of TAP to all degree-credit students.**

Facilities

During the next four years the University proposes to continue implementing the facilities plan outlined in the five-year plan presented to the Governor and the Legislature in October, 1989. That plan encompasses some $2.3 billion worth of still unfunded capital projects, about half of which is for rehabilitation and half for new construction to replace obsolete or leased facilities. These projects are essential to avoid the deterioration of plant that would entail much larger expenditures in the future. Unfortunately, the University cannot fund any additional capital projects until the Legislature lifts the cap on bonding imposed in 1986, which has now been exhausted. **The University requests the support of the Regents in lifting the cap on bonding for construction at the City University.**

The University will introduce during the next four years a new, more systematic process of facilities planning that will guide rehabilitation programs based upon building condition surveys.

Planning

Recognizing that public resources are limited and that there are compelling program needs, the University has placed a renewed emphasis on planning. During the past two years the Chancellor established five advisory committees to make recommendations regarding school system collaboration; academic program planning; campus security; science, technology, engineering, and mathematics; and the freshman year. The collaborative programs committee recommended the College Preparatory Initiative, under which the University will phase in over the next eight years new, more challenging course recommendations for high school students preparing to enter the City University and will assist the Board of Education in upgrading and expanding the college preparatory curriculum. The academic program planning committee, whose preliminary report is expected in November, will recommend guidelines and priorities to strengthen the University's academic offerings, to better serve the program needs and demand of the students, and to promote the most efficient distribution of programs among the units of the University, including collaborative arrangements where they are advisable. The security committee made two major recommendations, which are now being implemented. The first was for the University to replace the current contractual system of providing campus security with an in-house force of peace officers. The second recommendation was for a police cadet program offered collaboratively with the City to recruit more college graduates for the City's police force. The reports on science, technology, engineering, and mathematics and on the freshman year have just been completed. The City University Deans of Teacher Education have just completed a report with a comprehensive set of recommendations to strengthen teacher preparation programs and to respond to the needs of the schools. The priorities include: rebuilding teacher education faculties, recruiting and preparing science and mathematics teachers, recruiting and retaining in the profession members of historically underrepresented groups, eliminating institutional barriers that inhibit the movement of students through teacher preparation programs, and establishing teacher preparation options at the post-baccalaureate level for baccalaureate degree holders who lack professional education preparation. The University will seek tax levy and outside bonding during the next few years to advance these recommendations.

Goals and Objectives

The University has reviewed for its 1992 master plan all the goals and objectives contained in the 1988 master plan and the five-year plan submitted to the Governor and the Legislature. It recommends continuing many of these goals during the next four years. For example, it will continue many programs funded by various foundations to encourage more minority undergraduates to pursue graduate education and careers in college and university teaching. The University will also seek more aggressively to pursue multicampus research grants, particularly through the coordinated efforts of the University's Office of Academic Affairs and the CUNY Research Foundation, which will both report to the Vice Chancellor for Academic Affairs.

Finally, the University seeks the Regents' support in restoring the status of three of its institutions, whose missions have been distorted by fiscal decisions. Specifically, we recommend that:

1. **Senior college status be restored to Medgar Evers College, which was redesignated a community college in the fiscal crisis of the 1970's, although it continues to offer baccalaureate programs; and**

2. **The State provide full support to New York City Technical College and John Jay College of Criminal Justice, both of which offer baccalaureate as well as associate programs and both of which had received full State support by law until two years ago, when the City was compelled by the State to assume part of their budgets despite the City's own fiscal weakness.**

Programs of Study

City University's senior and community colleges have reported tentative plans to add 91 programs of study between 1992 and 1996. Of the total, 64 programs would be undergraduate and 27 would be graduate (including 6 doctoral programs). CUNY colleges also are tentatively planning to discontinue 40 programs of study during the same period. Of the total, 25 programs are undergraduate and 15 are graduate (none of which are doctoral programs).

**Regents action:** The Regents approve The City of University of New York 1992 Master Plan and incorporate it in the Statewide Plan. In so doing, the Regents do not waive any requirement for approval of individual master plan amendments for any matters in the Master Plan that may require such action.

## SUMMARY OF
## THE MASTER PLAN OF THE STATE UNIVERSITY OF NEW YORK, 1992

The Master Plan of the State University of New York, 1992, consists of five sections: the Chancellor's Statement, A Vision for the New Century, Academic Programs, Enrollment Plan, and Capital Facilities. It does not make specific recommendations.

### Chancellor's Statement

The Chancellor's Statement indicates that the Master Plan is focused on the plans set forth by the Trustees in *SUNY 2000: A Vision for the New Century.* It thereby addresses the three issue areas on which the Regents Statewide Plan focuses, student access, student success, and institutional capacity. *SUNY 2000* established five goals for the system. SUNY campuses now are engaged in reformulating their own goals with attention to the system goals.

The Statement notes three concerns of State University. First is "the fiscal crisis that has beset the State and that has fallen so heavily on New York's public higher education systems." SUNY urges the Regents "to do all in their power to help stem the State's disinvestment in higher education." The second concern is about sector shares of enrollment. The Statement points out that the Chancellor and the Trustees favor the maintenance of a strong independent college and university sector, but that "public policy should not attempt to establish rigid market shares between the public and private sectors." The third concern is that estimates of future enrollments be based not simply on demography and institutional history but also on "each sector's view of its potential demand."

### A Vision for the New Century

This section of the Master Plan comprises *SUNY 2000*: A Vision for the New Century and a brief description of SUNY's next step in its planning process, "*SUNY 2000 Phase II, Linking Campus and System Planning.*"

*SUNY 2000* is based on five principles: (1) "a great university is both accessible and academically excellent"; (2) a "commitment to undergraduate education with particular emphasis on the quality of teaching and with sensitivity to diversity in curriculum"; (3) a commitment to "extending the frontiers of knowledge through basic and applied research and to enhancing. . . graduate education. . ."; (4) responding to "the needs of the state, particularly in health care, economic development, social welfare, environmental conservation, and public education"; and (5) "a particularly sensitive stewardship of public resources and employment of good management practices." In each of these areas, *SUNY 2000* sets forth goals for the University system, as follows, and activities to accomplish them.

1. "Access Goals. SUNY must continue to be accessible to all New Yorkers regardless of family income or personal financial circumstances, race, ethnicity, religion, age, gender, or special needs. SUNY must be able to challenge the best prepared students, to assist the less well-prepared, and to serve those constrained by personal obligations or by disabling conditions."

2. "Undergraduate Education Goals. SUNY must provide its undergraduates with a diversity and quality of curricula and a strengthened commitment to teaching and learning that are equal both to the challenges of the beginning of the next century and to the quality of undergraduate education anywhere in the nation."

3. "Graduate Education and Research Goals. SUNY must seek to extend the frontiers of knowledge and the applications of research; SUNY must also advance its graduate and professional programs to the ranks of the very finest public research universities in the country."

4. "State Needs Goals. SUNY must take the lead within higher education in New York State in addressing the public aspirations and needs of the citizens of the state and improving the quality of life for all New Yorkers through its contributions to workforce development, strengthening public education, health care, economic development, social welfare, environmental conservation, culture and the arts."

5. "Management Goals. SUNY must be at the forefront of American university systems in the

efficiency and effectiveness of its stewardship of public resources. In order to meet the needs of the state and to sustain a university of the quality that the Empire State deserves, SUNY must build a partnership between state and non-state sources of revenue. SUNY must also maximize the value of its resource base through ongoing productivity enhancement and bold, opportunistic leadership that sets priorities and is willing to make hard choices."

*SUNY 2000* also examines enrollment demand. It concludes that State University's potential enrollment in the year 2000 "will depend mostly on the university's success in reaching out to new students and in working even harder to retain and graduate a much larger percentage of those it enrolls."

The final part of *SUNY 2000* attempts to project the resources needed to meet the vision it projects. It looks at six cost areas: (1) "preserving access and accommodating projected growth in enrollment demand" (about $143 million in new resources), (2) "restoring classes and programs cut or eliminated in the state-operated sector during New York State's recent budget crises" (abut $75 million), (3) "increasing community college funding (as reflected in the state operating aid formula) to strengthen the academic program at the least well-funded campuses while retaining the sponsor, student, and state partnership" (perhaps some $20 million), (4) "continued development of graduate education and research" (about $54.5 million for the Graduate Research Initiative and about $53 million for library acquisitions), (5) "meeting state needs in areas such as health care, economic development, public education, social services and environmental conservation" (no estimated dollar amount increase), and (6) "investing in SUNY's physical and technological infrastructure" (no estimated dollar amount increase).

This section of the 1992 Master Plan also reviews the next steps in the*SUNY 2000* planning process. That process is intended to assure that campus goals and plans are re-examined and reformulated in the context of the *SUNY 2000* system goals.

## Academic Programs

The section of the Master Plan on academic programs reviews patterns of enrollment changes 1988-91, by discipline. It lists, for information purposes, programs approved by State University for introduction between 1992 and 1996 and programs that the Trustees have determined to discontinue between 1992 and 1996.

Between 1988 and 1991, the largest growth in enrollment was in interdisciplinary studies, public service related technologies, and health services and paramedical technologies. The largest decline in a discipline area was in the business and commerce technologies. These changes reflect both two-year and four-year campuses. At the four-year campuses, there was significant enrollment growth in the biological sciences, communications, education, the fine and applied arts, psychology, and the social sciences. There was a noted decline in enrollment in business and management. However, at the master's degree level business and management saw significant growth, as did education. At the doctoral level, enrollment growth was seen in the biological sciences and the social sciences.

The Master Plan lists 92 programs of study that 33 SUNY campuses and community colleges tentatively plan to introduce between 1992 and 1996, and 17 programs at 10 campuses that the Trustees have decided to discontinue. Of the 92 proposed programs, 47 would be undergraduate and 45 graduate (including 12 doctoral programs). Several of them have already been proposed and registered. Of the 17 programs to be discontinued, 12 are undergraduate and 5 are graduate (including 2 doctoral programs).

## Enrollment Plan

The Master Plan sets forth SUNY's estimates of full-time equivalent enrollments through 2000. It notes that the number of New York State high school graduates declined by 31 percent between 1980 and 1991, but SUNY's undergraduate enrollment grew by 7 percent and its graduate enrollment grew by 18 percent. It notes that the "next decade will bring a modest increase in the state's high school graduates." It reviews the bases for the enrollment estimates and projects the following full-time equivalent enrollments:

| | Actual 1991-92 | Planned 1995-96 | | Range through 2000 |
|---|---|---|---|---|
| State-Operated | 163,239 | 160,000 | low<br>high | 155,000 - 165,000<br>160,000 - 170,000 |
| Community Colleges | 150,118 | 156,000 | | 150,000 - 162,000 |

Capital Facilities

The final section of State University's 1992 Master Plan reviews the University's facilities needs in order to meet its academic plan. With the capital plan nearing completion, there is a need for an increased emphasis on "establishing and adhering to a maintenance schedule that will protect the State's investment." Therefore, SUNY seeks increases for rehabilitation of facilities targeted on health and safety and on preservation of facilities.

**Regents action:** The Regents approve The Master Plan of the State University of New York, 1992, and incorporate it in the Statewide Plan. In so doing, the Regents do not waive any requirement for approval of individual master plan amendments for any matters in the Master Plan that may require such action.

## SUMMARY OF THE RESPONSES BY INDEPENDENT COLLEGES AND UNIVERSITIES TO THE QUESTIONNAIRE FOR THE 1992 PLAN

For 1992, the Regents did not ask individual campuses and independent institutions to prepare master plans. Rather, to minimize reporting burdens on them, institutions were asked to respond to a brief questionnaire. The questionnaire had five parts: (1) Statement of Institutional Missions, (2) Programs of Study Planned, (3) Responses to Today's Challenges, (4) Institutional Information, and (5) Recommendations to the Regents. This section of the Statewide Plan summarizes information contained in 75 independent colleges' and universities' responses to the questionnaire.

### Institutional Missions

The diversity that exists among New York's independent colleges and universities makes it impossible to describe a single "mission" of the independent sector of higher education. The trustees of each independent college and university have defined their institution's mission. That mission is based on the institution's philosophy and history, the clienteles it seeks to serve, its human, physical, and fiscal resources, and its perception of its strengths and weaknesses.

New York's independent colleges and universities include major research universities of international renown, professional schools with national and worldwide reputations, colleges whose emphasis on undergraduate education has earned them distinguished recognition across the nation, specialized two-year, four-year, and graduate institutions, and colleges oriented to serving local community needs. Some are historically secular; others have moved from denominational to secular control; still others retain strong religious ties. Some independent colleges meet a local demand for higher education; others educate students drawn regionally or statewide; still others serve persons who come from all parts of the nation and abroad for education.

### Programs of Study

Of the 75 responding independent colleges and universities, 67 reported tentative plans to add 223 programs of study between 1992 and 1996, in 27 major-mission areas. Of the total, 106 programs would be undergraduate and 117 would be graduate (including 13 doctoral programs). By major-mission area, the largest number (46) would be in the health professions, followed by education (27) and business and management (23).

Independent institutions also are considering plans to discontinue 58 programs of study during the same period. Of the total, 38 programs are undergraduate and 20 are graduate (including 4 doctoral programs). By major-mission area, the largest number of programs that may be dropped are in the health professions and library science (eight each), followed by the fine and applied arts (seven) and education (six).

### Responses to Today's Challenges

Each institution responded to questions on its plans for change between September 1991 and September 1995, covering 33 topics. These responses have been tabulated and will be used in the preparation of one or more papers that will treat issues at a greater length than would be possible in this Plan. Therefore, we have not summarized these data here.

### Institutional Information

We invited each institution to report the most noteworthy actions it had taken in the past two years. They identified a very wide range of actions. Some reported new efforts at outreach to new clienteles. Some reported the introduction of major new programs of study. Others noted the beginning of capital campaigns or the completion of academic facilities. A sizable proportion mentioned institutional efforts to control costs. A large number reported the start of strategic planning, or the recent completion of a plan, among their most noteworthy actions.

We also asked colleges and universities to report their perception of the preparation level of entering students. Some institutions reported that they continued to attract and enroll well-prepared students. Some of this group were highly competitive institutions; others were highly specialized institutions that attract a self-selected student body. A significant portion reported that preparation had

declined over several years, especially in terms of reading comprehension, writing skills, time-management and study skills, knowledge of mathematics and the sciences, and motivation to learn. A few colleges responded by saying that they were less concerned about the preparation of the students they admit than about what they do with, and for, their students to help them learn.

Overall, independent institutions' responses to this question indicate that the preparation levels of entering students in the independent sector vary widely. Some students have outstanding preparation for college; others are largely unprepared; many have marginally adequate preparation, or uneven preparation across disciplines.

We asked institutions to identify the five most critical issues they would face -- and that higher education in New York State would face -- over the next five years. Overwhelmingly, they cited the need to assure adequate and stable funding for higher education -- students and institutions -- as the number one issue for higher education in the State. The second most frequently cited statewide issue was the ability to provide access to higher education as the State's population continued to change and to meet the needs of an ever more diverse student body.

Three issues tied in third place: concern over the poor preparation of entering students and the need to remediate it, independent higher education's ability to compete with the public university systems, and restoring the State's economic growth. Concern over the cost of attendance and the adequacy of student aid was the next most frequently cited issue. Finally, three concerns tied for fifth place: the present and future supply, development, and diversity of faculty; continued adequacy of facilities and equipment; and governmental intrusion, including recent legislation in areas of health and of crime reporting, the Department's academic reviews, assessment, and reporting burdens.

## Recommendations to the Regents

In general, those recommendations that independent institutions made to the Regents, the Governor, and the Legislature fell into four areas: (1) the State needs policies that support independent as well as public colleges; (2) the State should provide access to higher education through student aid; (3) the State should restore institutional aid to independent institutions; (4) tuition charges at public institutions should be increased.

## SUMMARY OF THE RESPONSES BY PROPRIETARY COLLEGES TO THE QUESTIONNAIRE FOR THE 1992 PLAN

New York's proprietary colleges were asked to respond to a questionnaire for the 1992 Statewide Plan instead of submitting full institutional master plans. The questionnaire had five parts: (1) Statement of Institutional Missions, (2) Programs of Study Planned, (3) Responses to Today's Challenges, (4) Institutional Information, and (5) Recommendations to the Regents. Fifteen proprietary colleges responded.

### Institutional Missions

There is no single "mission" of New York's proprietary colleges. Generally, however, these institutions do share characteristics that cause some similarities among their individual missions. First, they operate on a for-profit basis. Second, they are predominantly engaged in career-oriented undergraduate education. (Only one offers graduate study.) Third, most of them concentrate on business-related education. Several have ties to particular industries or fields of endeavor; others seek to meet local or regional demand for specialized programs.

### Programs of Study Planned

Ten proprietary colleges reported tentative plans to offer 61 programs of study between 1991 and 1996, in 9 major-mission areas. Of the total, 42 would be associate degree or certificate and diploma programs, 9 would be baccalaureate programs, and 10 would be graduate programs. By major-mission area, the largest number (34) would be in the business and commerce technologies, followed by the fine and applied arts (10) and business and management (5). Only one proprietary college reported an intention to discontinue a program.

### Responses to Today's Challenges

The proprietary colleges responded to questions on their plans for change between September 1991 and September 1995, covering 33 topics. These responses have been tabulated and will be used in the preparation of one or more papers that will treat issues at a greater length than would be possible in this Plan. Therefore, we have not summarized these data here.

### Institutional Information

We invited each proprietary college to report the most noteworthy actions it had taken in the past two years. Generally, they noted the establishment of new curricula, achievement of regional accreditation, actions to increase enrollments or to control costs, and acquisition of facilities and equipment.

We also asked the institutions their perception of the preparation levels of entering college students. Almost all said that entering students were poorly prepared, especially in English language arts and mathematics, and poorly motivated. A few, however, said that most entering students had the skills and abilities needed to succeed in college.

The questionnaire asked each institution to identify the five most critical issues it would face -- and that higher education in New York State would face -- over the next five years. The most frequently mentioned issue to face higher education in the State was assuring access through adequate student aid. It was followed by concerns about controlling the cost of higher education and the availability of public support. The level of preparation of entering students was the final statewide issue proprietary colleges cited frequently.

### Recommendations to the Regents

Only one proprietary college made recommendations in its questionnaire response. Therefore, there is no discernible pattern of recommendations.

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